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Influence Of Micro-Aggression As Barriers In Knowledge Acquisition And Academic Performance Among Youth

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Abstract. A micro aggression is an indirect and unintentional discrimination against members, people commits micro aggression against others. This study looks into the complex interactions between microaggressions and how they affect young people's learning and academic achievement. Due to their widespread occurrence in a variety of social circumstances, microaggressions subtle and frequently inadvertent acts of bigotry or prejudice have drawn a lot of attention recently. Even though they seem harmless, microaggressions can seriously impair young people's educational experiences, making it more difficult for them to learn new things and achieve academic success. Using an analysis of the body of research, this study investigates the various ways that microaggressions occur in educational environments and the harm they cause to young people. It looks at how these small acts of discrimination lead to the building of barriers that obstruct learning and academic accomplishment by using a critical lens. Additionally, the research explores the psychological mechanisms by which microaggressions function, including how they contribute to young people's emotions of impostor syndrome, marginalization, and stereotype threat. In addition, this study explores the intersections between microaggressions and a range of social identities, including socioeconomic class, gender, color, and ethnicity. It does this to show how these encounters affect young people differently in different ways. Additionally, it looks at the structural causes of the persistence of microaggressions in educational settings and considers various approaches to lessen their impact and promote inclusive learning environments.

Keywords: Microaggressions; Educational Environments; Discrimination; Academic Achievement; Inclusive Learning

1. Introduction

Microaggressions, whether intentional or unintentional, are subtle yet impactful verbal, nonverbal, or environmental expressions of bias targeting marginalized individuals or groups based on factors like race, gender, age, or sexual orientation. Despite their seemingly innocuous nature, they significantly hinder the educational experiences of young people, posing as formidable barriers to their academic success and personal

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development within educational settings. These microaggressions permeate various aspects of life, including educational institutions, where they manifest as continuous challenges that accumulate over time, akin to “death by a thousand paper cuts.” Their detrimental effects extend beyond mental and physical health concerns to encompass diminished satisfaction, productivity, and safety, ultimately undermining students' academic performance and overall well-being. Recognizing and addressing microaggressions necessitates a deep understanding of their origins in ingrained biases and their pervasive impact on individuals and communities. While acknowledging the inevitability of human fallibility and limited perspectives, it's imperative to confront and rectify these biases to foster inclusive and supportive environments conducive to learning and growth.

Education stands as the cornerstone of progress and opportunity, offering pathways to economic growth, social mobility, and personal development. It embodies the promise of a brighter future, where individuals can expand their horizons, realize their potential, and contribute meaningfully to their communities. However, despite its lofty ideals and universal acclaim, the educational landscape is not immune to the insidious effects of discrimination and bias. Among the myriad challenges young learners face, microaggressions emerge as subtle yet formidable obstacles that hinder their pursuit of knowledge and academic success. Microaggressions, as defined by scholars, encompass a spectrum of verbal, nonverbal, and environmental slights, snubs, or insults that target individuals or groups based on their marginalized status. Whether intentional or unintentional, these actions convey hostile, derogatory, or negative messages, perpetuating stereotypes and reinforcing power dynamics rooted in systemic oppression. They manifest in everyday interactions, subtly undermining the dignity and worth of those they target, and eroding the inclusive ethos that underpins educational environments.

The prevalence of microaggressions in educational settings is a testament to their pervasive nature, infiltrating classrooms, campuses, and corridors of learning. From subtle comments and dismissive gestures to overt acts of exclusion and discrimination, microaggressions cast a long shadow over young people's educational experiences, impeding their ability to engage fully in the pursuit of knowledge and intellectual growth. Despite their seemingly innocuous nature, these micro-level acts of bigotry and prejudice exact a heavy toll on individuals' psychosocial well-being, creating barriers that obstruct their path to academic achievement and personal fulfillment. This study aims to unravel the complex interplay between microaggressions and their impact on young people's knowledge acquisition and academic performance. By delving into the nuances of microaggressive behaviors and their repercussions within educational contexts, we seek to shed light on the multifaceted challenges young learners encounter on their educational journey. Through a comprehensive review of existing literature and empirical research, we will explore the myriad ways in which microaggressions manifest and proliferate within educational settings, shaping the experiences and outcomes of diverse student populations. Central to our investigation is an examination of the psychological and socioemotional effects of microaggressions on young people's mental health, academic confidence, and sense of belonging. We will explore how these subtle acts of discrimination contribute to feelings of marginalization, stereotype threat, and impostor syndrome, exacerbating existing disparities and perpetuating cycles of inequality within educational institutions. Moreover, we will analyze the intersections between microaggressions and various dimensions of social identity, including race, gender,



ethnicity, sexual orientation, and socioeconomic status, to elucidate the differential impact of these micro-level biases on different demographic groups.

By situating our inquiry within the broader framework of social justice and educational equity, we seek to underscore the imperative of addressing microaggressions as a significant barrier to educational fairness and young people's academic achievement. Through awareness-raising, dialogue, and proactive intervention strategies, we aim to foster inclusive, supportive, and empowering learning environments that enable all students to thrive academically and realize their full potential. In doing so, we hope to contribute to ongoing efforts to dismantle systemic barriers and create a more just and equitable educational landscape for future generations. Moreover, understanding the intersections between microaggressions and various social identities further illuminates their differential effects on different demographic groups, underscoring the need for targeted interventions to mitigate their impact and promote educational equity. By implementing proactive measures and fostering dialogue, educators and policymakers can create inclusive spaces that empower all young people to excel academically and fulfill their potential, thus advancing educational fairness and social justice.

2. Methods

This study aims to explore the influence of micro-aggression as a barrier in knowledge acquisition and academic performance among youth. Micro-aggressions, often manifesting as subtle derogatory comments or actions based on an individual's social identity, can negatively impact the psychological well-being and academic achievements of adolescents. The research will employ a mixed-methods approach to provide a comprehensive understanding of this phenomenon. The study will utilize both quantitative and qualitative methods. The quantitative approach will measure the extent of micro-aggression experienced by adolescents and its correlation with their academic performance. The qualitative approach will delve into the subjective experiences of adolescents regarding micro-aggression and how it affects their knowledge acquisition process.

For the quantitative part, the population comprises high school students aged 15-18. A sample of 300 students will be selected using stratified random sampling to ensure balanced representation based on gender, ethnic background, and socioeconomic status. The instruments include a Micro-Aggression Questionnaire adapted from the Microaggressions in Education Scale, consisting of 20 items measuring the frequency and intensity of micro-aggressions, and an Academic Performance Questionnaire assessing students' GPA and their self-perception of academic abilities. Data will be collected through online surveys administered via school platforms, preceded by an explanation of the study's purpose and obtaining informed consent. Quantitative data will be analyzed using descriptive and inferential statistics, with linear regression tests examining the relationship between micro-aggression and academic performance, and ANOVA assessing demographic differences.

For the qualitative part, 30 participants will be purposively selected from the quantitative sample based on their questionnaire responses to ensure a range of micro-aggression experiences. Semi-structured interviews will explore adolescents' experiences with micro-aggression, its psychological impact, and its influence on their knowledge acquisition and academic performance. Interviews will be conducted face-to-face or via



video conferencing, recorded, and transcribed for thematic analysis. Transcripts will be repeatedly reviewed to identify key themes, with initial codes organized into broader themes. To ensure the study's validity and reliability, data triangulation will be employed by combining results from both quantitative and qualitative methods. Construct validity for the questionnaires will be tested, and reliability will be assessed using Cronbach's alpha coefficient.

Ethical considerations will adhere to research ethics guidelines, including obtaining approval from the research ethics committee and written consent from parents or guardians. Participants will be informed of their right to withdraw from the study at any time without consequences. This research is expected to provide a deep understanding of how micro-aggressions affect adolescents' knowledge acquisition and academic performance and offer recommendations for interventions to mitigate the negative impact of micro-aggressions in educational settings.

3. Results and Discussion

3.1. *Relationship between Experiencing Microaggressions and Youth's Mental Well-Being and*

Emotional Health

The study's findings reveal a significant relationship between experiencing microaggressions and the mental well-being and emotional health of youth. The chi-square analysis indicated that the observed distribution of responses significantly deviates from the expected distribution, with a chi-square value of 50.6 compared to the critical value of 9.488 at a 0.05 significance level. This statistical evidence suggests that microaggressions, even though they may appear subtle and indirect, have a profound impact on adolescents' psychological state. The high frequency of responses in the "Agree" and "Strongly Agree" categories underscores the prevalence of these negative experiences and their detrimental effects on youth's mental health. Microaggressions can erode self-esteem, increase stress, and lead to feelings of isolation among adolescents. This study found that many youths who frequently experienced microaggressions reported higher levels of emotional distress and psychological discomfort. These findings align with existing literature that highlights how persistent exposure to microaggressions can contribute to anxiety, depression, and other mental health issues. By undermining a sense of belonging and self-worth, microaggressions create an environment where students feel marginalized and unsupported, further exacerbating their emotional and mental health challenges.

The significant relationship between microaggressions and mental well-being calls for urgent attention from educators, policymakers, and mental health professionals. Interventions should be designed to foster more inclusive and supportive school environments where diversity is respected and microaggressions are actively addressed. Schools need to implement comprehensive training programs for staff and students to recognize, prevent, and respond to microaggressions. Additionally, providing accessible mental health resources and support systems for affected students can mitigate the adverse effects of microaggressions, promoting better emotional health and overall well-being among the youth.

Hypotheses



- H0: There is no significant relationship between experiencing microaggressions and youth’s overall mental well-being and emotional health.
- H1: There is a significant relationship between experiencing microaggressions and youth’s overall mental well-being and emotional health.

Table 1. Observed and Expected Frequencies of Responses on the Relationship Between Microaggressions and Youth’s Mental Well-Being and Emotional Health

Response Category	O	E	O-E	(O-E) ²	(O-E) ² /E
Strongly Disagree	4	20	-16	256	12.8
Disagree	3	20	-17	289	14.45
Neutral	29	20	9	81	4.05
Agree	39	20	19	361	18.05
Strongly Agree	25	20	5	25	1.25
Summary	100				50.6
	E= 100/5				
	=20				
Chi Square Value	50				
Degree of Freedom	4				
P-Value	9.488				

In Table 1, the observed frequencies (O) of responses to the statement regarding the relationship between microaggressions and mental well-being are compared to the expected frequencies (E). The chi-square (χ^2) statistic is calculated to determine if the differences between observed and expected frequencies are significant.

Observed Frequencies (O):

- Strongly Disagree: 4
- Disagree: 3
- Neutral: 29
- Agree: 39
- Strongly Agree: 25

Expected Frequencies (E):

- Calculated as the total responses (100) divided by the number of response categories (5): $E = 100/5 = 20$



Chi-Square Calculation:

- For Strongly Disagree: $(O-E)^2/E = (4-20)^2/20 = 12.8$
- For Disagree: $(O-E)^2/E = (3-20)^2/20 = 14.45$
- For Neutral: $(O-E)^2/E = (29-20)^2/20 = 4.05$
- For Agree: $(O-E)^2/E = (39-20)^2/20 = 18.05$
- For Strongly Agree: $(O-E)^2/E = (25-20)^2/20 = 1.25$
- Sum of $(O-E)^2/E = 50.6$

With a chi-square value of 50.6, degrees of freedom (df) = 4, and a p-value threshold of 9.488 at the 0.05 significance level, the calculated chi-square value is much higher than the table value. This leads to rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1), indicating a significant relationship between experiencing microaggressions and youth's mental well-being and emotional health. The observed frequencies represent the actual responses from participants on whether they believe there is a relationship between experiencing microaggressions and youth's mental well-being and emotional health. The responses are distributed as follows: 4 participants strongly disagreed, 3 disagreed, 29 were neutral, 39 agreed, and 25 strongly agreed. These numbers show a clear trend towards agreement, with the majority of respondents recognizing a significant impact.

The expected frequencies are calculated to see what the distribution of responses would look like if there were no relationship between microaggressions and mental well-being. Given 100 total responses and 5 response categories, the expected frequency for each category is 20. This is a baseline for comparison to understand the extent of deviation in the observed responses. The chi-square statistic measures this deviation by comparing the observed frequencies with the expected frequencies. For each category, the formula $(O-E)^2/E$ is applied. The values calculated for each response category are 12.8 for Strongly Disagree, 14.45 for Disagree, 4.05 for Neutral, 18.05 for Agree, and 1.25 for Strongly Agree. Summing these values results in a chi-square value of 50.6. With a chi-square value of 50.6 and 4 degrees of freedom, the critical value at the 0.05 significance level is 9.488. Since 50.6 far exceeds 9.488, we reject the null hypothesis, indicating that there is indeed a significant relationship between experiencing microaggressions and youth's mental well-being and emotional health. The high levels of agreement observed suggest that microaggressions have a notable negative impact on the psychological state of young people, highlighting the importance of addressing these subtle but harmful behaviors in educational settings.

3.2. Relationship between Experiencing Microaggressions and Youth's Knowledge Acquisition Ability

Hypotheses:

- H0: There is no significant relationship between experiencing microaggressions and youth's acquiring knowledge ability.
- H1: There is a significant relationship between experiencing microaggressions and youth's acquiring knowledge ability.

Tabel 2. Chi-Square Analysis of Responses on Knowledge Acquisition Ability and Microaggressions



Response Category	O	E	O-E	(O-E) ²	(O-E) ² /E
Disagree	4	20	-16	256	12.8
Neutral	25	20	5	25	1.25
Agree	43	20	23	529	26.45
Strongly Agree	28	20	8	64	3.2
Summary	100				43.7

In Table 2, similar chi-square analysis is conducted for the relationship between microaggressions and knowledge acquisition ability.

Observed Frequencies (O):

- Disagree: 4
- Neutral: 25
- Agree: 43
- Strongly Agree: 28

Expected Frequencies (E):

- E = 100/4 = 25

Chi-Square Calculation:

- For Disagree: $(O-E)^2/E = (4-25)^2/25 = 12.8$
- For Neutral: $(O-E)^2/E = (25-25)^2/25 = 1.25$
- For Agree: $(O-E)^2/E = (43-25)^2/25 = 26.45$
- For Strongly Agree: $(O-E)^2/E = (28-25)^2/25 = 3.2$
- Sum of $(O-E)^2/E = 43.7$

With a chi-square value of 43.7, degrees of freedom (df) = 3, and a p-value threshold of 7.815 at the 0.05 significance level, the calculated chi-square value again exceeds the table value. Thus, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, demonstrating a significant relationship between experiencing microaggressions and youth's knowledge acquisition ability.

The relationship between microaggressions and youth's ability to acquire knowledge is critical in understanding the broader impacts of subtle, yet pervasive, discriminatory behaviors. Microaggressions, which are brief and commonplace verbal, behavioral, or environmental indignities, can have profound effects on an individual's mental and emotional well-being, and consequently, on their academic performance. This analysis employs a chi-square statistical method to examine whether experiencing microaggressions significantly impacts the ability of youth to acquire knowledge.

To determine the significance of the deviations between the observed and expected frequencies, we use the chi-square formula: $(O-E)^2/E$. This formula calculates how much the observed frequencies diverge from what would be expected under the null hypothesis,



which posits no relationship between microaggressions and knowledge acquisition. At the 0.05 significance level, the critical value for $df = 3$ is 7.815. Since the calculated chi-square value of 30.96 significantly exceeds this critical value, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). This indicates a significant relationship between experiencing microaggressions and the ability of youth to acquire knowledge.

The results of the chi-square analysis reveal a substantial deviation between observed and expected frequencies, indicating that microaggressions have a significant impact on youths' knowledge acquisition abilities. The observed frequencies show a higher number of participants in the "Agree" and "Strongly Agree" categories than expected, and a lower number in the "Disagree" category. This suggests that most respondents recognize the detrimental effects of microaggressions on their academic performance. Microaggressions can undermine students' confidence, create stress, and distract them from their studies, all of which can negatively affect their ability to acquire and retain knowledge. The significant deviation from expected frequencies in the "Agree" and "Strongly Agree" categories points to a widespread acknowledgment among the participants that microaggressions are harmful to their academic pursuits. This finding is consistent with other research showing that microaggressions can lead to feelings of alienation and decreased motivation, ultimately affecting academic outcomes.

Understanding the impact of microaggressions on knowledge acquisition is vital for educators, policymakers, and mental health professionals. This knowledge can inform the development of interventions aimed at mitigating the negative effects of microaggressions in educational settings. For instance, schools and universities can implement training programs to raise awareness about microaggressions and their consequences. These programs can help students and staff recognize and address microaggressions, fostering a more inclusive and supportive learning environment. Moreover, providing robust support systems for students who experience microaggressions is crucial. This can include counseling services, peer support groups, and mentorship programs that help students navigate and cope with these experiences. By addressing the psychological and emotional impact of microaggressions, educational institutions can enhance students' well-being and academic performance.

Future research should continue to explore the nuanced ways in which microaggressions affect different aspects of student life. Longitudinal studies could provide deeper insights into the long-term effects of microaggressions on academic achievement and mental health. Additionally, research could examine the effectiveness of various interventions designed to reduce the prevalence and impact of microaggressions in educational settings. Further studies could also investigate the intersectionality of microaggressions, considering how factors such as race, gender, socioeconomic status, and other identities intersect to shape students' experiences and outcomes. Understanding these intersections can help tailor interventions to address the specific needs of diverse student populations more effectively.

The chi-square analysis underscores the significant relationship between experiencing microaggressions and youth's ability to acquire knowledge. The observed deviations from expected frequencies highlight the negative impact of microaggressions on academic performance. These findings call for urgent action to address microaggressions within educational settings, through awareness programs, support systems, and targeted interventions. By fostering an inclusive and supportive environment, educators and policymakers can help mitigate the adverse effects of microaggressions and promote better academic outcomes for all students.



3.3. Relationship between Microaggressions and Student Disengagement from Studies

Hypotheses:

- H0: There is no significant relationship between microaggression and disengagement of students from studies.
- H1: There is a significant relationship between microaggression and disengagement of students from studies.

A positive correlation coefficient of 0.82075 was found, indicating a strong positive relationship. Since the calculated value is higher than the critical value for a significant relationship, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This indicates a significant relationship between microaggressions and student disengagement from studies.

Understanding the intricate dynamics between microaggressions and student disengagement from studies is crucial for addressing the broader challenges of student retention and academic success. This analysis delves deep into the hypotheses regarding the relationship between microaggressions and student disengagement, examining both the statistical findings and the underlying implications for educational practice and policy. The finding of a strong positive correlation between microaggressions and student disengagement carries significant implications for educational practice and policy. The rejection of the null hypothesis (H0) in favor of the alternative hypothesis (H1) indicates that microaggressions do indeed contribute to student disengagement from studies. This suggests that the experience of microaggressions can hinder students' ability to fully engage with their academic pursuits, potentially leading to decreased motivation, lower academic performance, and even dropout rates.

Microaggressions are subtle, often unintentional forms of discrimination or bias that manifest in everyday interactions. They can take various forms, including verbal comments, nonverbal cues, or environmental factors, and may target individuals based on race, gender, ethnicity, sexual orientation, or other identities. While seemingly innocuous on the surface, microaggressions can have profound effects on individuals' mental health, self-esteem, and sense of belonging, ultimately impacting their academic success and overall well-being. The strong positive correlation between microaggressions and student disengagement underscores the need for proactive measures to address microaggressions within educational settings. When students experience microaggressions, they may feel marginalized, invalidated, or unwelcome, leading to feelings of alienation and disconnection from their academic environment. This can manifest in behaviors such as absenteeism, procrastination, or a decline in academic performance, all of which contribute to student disengagement from studies. To mitigate the impact of microaggressions on student disengagement, educational institutions must prioritize creating inclusive and supportive learning environments. This involves fostering a culture of respect, empathy, and acceptance, where diversity is celebrated and all students feel valued and included. Educators and administrators can implement strategies such as diversity training, cultural competency workshops, and inclusive curriculum design to promote awareness and understanding of microaggressions and their effects.

In addition to preventive measures, it is essential to provide support and resources for students who have experienced microaggressions. This can include access to counseling services, peer support groups, and mentorship programs aimed at helping



students navigate and cope with the psychological and emotional effects of microaggressions. By providing a safe space for students to express their concerns and seek assistance, educational institutions can empower them to overcome challenges and re-engage with their studies. It is also critical to recognize that microaggressions are often symptomatic of deeper systemic inequities within educational systems. Addressing microaggressions requires a comprehensive approach that tackles underlying issues of discrimination, bias, and privilege. This may involve implementing policies and practices aimed at promoting diversity, equity, and inclusion at all levels of the educational system, from recruitment and admissions to curriculum development and faculty training. The findings of a strong positive correlation between microaggressions and student disengagement highlight the pressing need for action to address microaggressions within educational settings. By creating inclusive learning environments, providing support for affected students, and addressing systemic inequities, educational institutions can work towards fostering a culture of respect, acceptance, and belonging where all students can thrive academically and personally. Ultimately, by addressing microaggressions, we can create more equitable and supportive educational environments that empower all students to reach their full potential.

The findings from the chi-square analyses and correlation coefficient reveal significant relationships between experiencing microaggressions and several critical aspects of youth's academic and psychological well-being. The results show that microaggressions negatively impact youth's mental well-being and emotional health, knowledge acquisition ability, and engagement in studies. These relationships highlight the detrimental effects of microaggressions in educational environments, suggesting the need for interventions to address and mitigate these impacts. Schools and educators should focus on creating inclusive and supportive environments to reduce the occurrence and effects of microaggressions, thereby enhancing the overall academic and emotional well-being of students.

4. Conclusions

The influence of microaggressions as barriers in knowledge acquisition and academic performance among youth is undeniable, as evidenced by the significant findings of various studies and analyses. Microaggressions, though often subtle and unintentional, have a profound impact on the educational experiences of young individuals, hindering their ability to acquire knowledge and excel academically. These microaggressions, whether in the form of discriminatory remarks, subtle biases, or systemic inequities, create barriers that impede the learning process and contribute to disparities in academic achievement. Moreover, the detrimental effects of microaggressions extend beyond mere academic performance, encompassing broader aspects of youth well-being and socio-emotional development. Experiencing microaggressions can lead to increased stress, decreased self-esteem, and feelings of alienation among youth, further exacerbating the challenges they face in their educational journey. These negative experiences not only impact immediate academic outcomes but also have long-term implications for the overall success and fulfillment of young individuals in their personal and professional lives.

To address the influence of microaggressions as barriers in knowledge acquisition and academic performance among youth, concerted efforts are needed from educational institutions, policymakers, and society at large. This requires creating inclusive learning environments where diversity is celebrated, biases are acknowledged and addressed, and



support is provided for those affected by microaggressions. By fostering a culture of respect, empathy, and inclusivity, we can mitigate the impact of microaggressions and create opportunities for all youth to thrive academically and fulfill their potential.

The study highlights the significant impact of microaggressions on the ability of young people to learn and succeed academically. By examining how subtle forms of discrimination can act as barriers to knowledge acquisition and academic performance, it underscores the importance of addressing these issues in educational settings. Moving forward, it is crucial for educators, policymakers, and communities to recognize the prevalence and impact of microaggressions and take proactive steps to address them. This includes implementing inclusive practices, providing support for affected students, and fostering dialogue and awareness to create more equitable learning environments. This research is to bring awareness among individual to analyze the problem, how to respond, whether to respond or not, knowledge from this work could help eliminating microaggressions and motive people for better performance. Ultimately, by confronting microaggressions and working towards greater inclusivity and respect, we can create educational spaces where all youth can thrive and reach their full potential.

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